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News Items from the School of Education of the University of Chicago

ANNUAL UNIVERSITY OF CHICAGO DINNER

The University of Chicago dinner which occurs annually during the week of the meeting of the Department of Superintendence will be held at the Hotel Traymore, Atlantic City, Monday, February 28, at 6:00 P.M. Alumni, former students, and friends of the University are most cordially invited. The President of the University expects to attend the dinner. Recent developments of the University, proposed alumni organizations and activities, and other matters of genuine interest will be discussed.

The arrangements made with the Hotel Traymore make it necessary to know considerably in advance the number who will attend. The committee finds it necessary, therefore, to request those who plan to attend the dinner to make reservations in advance. Will you please write at once to Dean William S. Gray, University of Chicago, for the number of tickets you want. The price is three dollars per plate. Tickets will be forwarded as soon as requests, with enclosures, are received.

DR. BUSWELL'S MONOGRAPH

An Experimental Study of the Eye-Voice Span in Reading by Dr. Guy Thomas Buswell is now ready for distribution. It has been published as a number of the "Supplementary Educational Monographs" and can be secured from the Department of Education, University of Chicago.

In this investigation, Dr. Buswell made a detailed study of the eye-voice span and its relation to effective oral and silent reading. Photographic records of the eye-movements of children while reading were made. At the same time photographic records of their oral reading were secured. A detailed analysis of these records enabled Dr. Buswell to locate important growth periods in the acquisition of reading ability. The results are interpreted in terms

of significant suggestions concerning an economical and effective program of reading instruction.

A SURVEY OF SCHOOL PLANTS

A large amount of attention has been given during recent years to the improvement of school buildings and equipment. The importance of such steps is emphasized in a recent study by Miss Mattie Louise Hatcher, A.M., entitled *A Survey of the School Plants of Warren County, Kentucky*, in which consolidated schools, two-teacher schools, one-teacher schools for white children, and one-teacher schools for colored children were compared with respect to school sites, buildings, and teaching equipment.

Personal visits were made to eighty-six schools of Kentucky, and detailed information was secured concerning each through the use of *A Score Card for Rural Schools* by Holton and Strickland.

A comparison of scores showed that the schools ranked as follows from the best to the poorest: consolidated schools, two-teacher schools, one-teacher schools for white children, one-teacher schools for colored children. This ranking holds not only in the case of gross scores, but also in the scores for individual items. The two exceptions are (1) two-teacher schools led in the balance and finish of gross structures, and (2) lavatory facilities were provided in only one-teacher schools and in no other.

It is significant that schools for colored children compare somewhat favorably with schools for white children. Although the median score for schools for white children was slightly above that for colored children, the school which ranked poorest was for white children.

A comparison of the scores for the buildings included in this survey with standard scores revealed the following facts: 75 per cent of the consolidated schools ranked slightly above 75 per cent of the ideal with respect to "permanent plant," and all others fell below $66\frac{2}{3}$ per cent; 75 per cent of the consolidated schools approximated 50 per cent of the ideal with respect to teaching equipment, and all others fell below 20 per cent of the ideal. These conditions should challenge the attention of school people and should lead to similar studies in other communities.